

The Power of Youth

If we really care about youth, if we really want them to succeed, we must reorganize around them. Ask yourself, "What does it take for youth to become fully engaged as valued partners? Am I not only providing leadership opportunities and gaining the unique perspectives of youth but also transforming the relationships we have with youth in designing, delivering, and governing 4-H programs?"

Goal 1:
4-H will create a culture in which youth are equal partners in decision-making and governance.

Connecticut

Leadership Development

Situation:

Youth team members set out to create legislation that would override local zoning regulations and enable 4-H'ers and FFA Members to have supervised livestock education projects on their own property of one acre or more.

Program Description:

Along with meeting at the state Legislative Office Building many times, the Citizenship Team participated in workshops covering public speaking, persuasive writing and interacting with your legislator. Members of the Citizenship team testified to the state planning and development committee and met with state legislators to make them aware of the importance of the bill for youth development.

Stakeholder Satisfaction:

Approximately 0.15 FTE committed to program. Frequency and intensity of participation of audience varied, with the highest level during the legislative session in Hartford.

Accomplishments and Impacts:

As a result of the program, the level of 4-H awareness among state legislators increased and the 4-H'ers developed a real understanding of how government works. Members of the team have expressed how empowered they felt by making their voices heard in state government and some also expressed an interest in pursuing a career in public policy.

Resource Commitment:

N/A

Collaborators:

N/A

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Base program areas to which this program applies:

Community Resource and Economic Development, Natural Resources Environmental
Management, Agriculture, 4-H Youth Development

Kentucky

Conversations on Youth Development Equals Skate Board Park

Situation:

Small communities tend to lack sufficient extracurricular activities for their youth. The lack of healthy, safe activities often leads to unwise, dangerous activities by youth, especially teenagers. In an effort to keep children safe, the more activities that are offered, the better.

Program Description:

The Lewis County 4-H program participated in the “Conversations on Youth Development” at the Lewis County Extension office on October 29, 2001. Ten youth and thirteen adults attended. The conversation was focused on improving the lives of Lewis County youth. The participants broke into four small discussion groups. They discussed different activities that the youth of Lewis County would benefit. After finishing the discussions, they formed a committee of those interested in centering on one activity to bring to Lewis County. The committee decided on the addition of a skateboard park in the county. The teens presented their proposal to the City Council. A final proposal to the mayor resulted in the purchase of all the equipment. To date, the concrete has been poured for the park and the equipment will be installed by the end of July.

Stakeholder Satisfaction:

The parents of those youth involved in the committee were proud their children decided to take action. They felt as if their children assumed leadership for the entire county's youth. All youth will benefit from the action of a few.

Accomplishments and Impact:

The committee and the city have already agreed to pursue a grant to expand the park. The grant will be submitted by September and if approved, the park will be expanded by next summer.

Collaborators:

Lewis County 4-H Program, members of the committee who provided the opportunity for a new skateboard park, the Lewis County City Council, and those participants in the Conversations on Youth Development.

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Base Program Areas to which this Program Applies:

4-H Youth Development

Community Resource and Economic Development

Maryland

Baltimore City 4-H Upton Project

Situation:

There is a movement in the field of youth development to incorporate service learning and community development in order to create community change. The process of intentionally engaging youth, adults and the community in ongoing service learning opportunities is the purpose of the Baltimore City 4-H Upton Project.

Program Description:

Like many communities, Upton has begun to assess its needs and strengths so that a clear strategy toward revitalization can occur. Community members have engaged in dialogue to address ways to identify local resources and develop concrete community plans. The Baltimore City 4-H Upton Project enables youth to partner with community stakeholders to identify and mobilize local resources in Upton and assist in creating a community-wide vision and strategic plan. It provides opportunities for the community to embrace their role in the development of their youth. Understanding local resources promotes the community's ability to create service learning opportunities to enhance the quality of life of its members.

Stakeholder Satisfaction:

A Baltimore City Extension educator secured funding for the Baltimore City 4-H Upton Project, facilitated the training of youth and adult volunteers, coordinated and supervised the project, and developed the evaluation process and tools. The Baltimore City 4-H Upton Project consist of fifteen youth and adult leaders from Bethel A.M.E. Church, several community stakeholders and organization members from our city-wide effort. The members met weekly to receive, share, and demonstrate skills they learned in the areas of leadership development, service learning, community organizing, team building, action planning, communication, resume' and grant writing, technology, and entrepreneurship. This process allowed for opportunities for intentional engagement of the members for on-going acquisition of knowledge, information, skills, experiences, and

reflection. The goals of the project are to (1) increase leadership skills within the partnership, (2) to transfer practical, usable skills and resources to community members, (3) and support sustainable community activities. An adult leader of the project stated, "we will take what we have learned, and then partner to develop ways that the entire youth community can earn service learning hours, plus help their community to be a vibrant light for all of the State of Maryland to see."

Accomplishments and Impacts:

The group has completed an asset mapping process to determine the community's resources and needs. This was achieved by developing a photographic survey, interviewing potential community partners, and assessing service learning activities and plans of the local youth groups. The group also completed research of the community's history, and assessment of political, economic and community development planning goals.

The Upton Project members presented at the 13th Annual Service Learning Conference in Seattle, Washington, on March 20-23, 2002. Representatives from the project presented a summary of the community development work that has been accomplished, its challenges, and their reflections and lessons learned. The members also facilitated a workshop on strategies and tools to help make the link between service learning efforts and community building at the statewide Teen Focus Conference in College Park, Maryland, June, 2002. A youth member of the project stated "youth and adults engaging in service learning activities for community change offer tremendous benefits to any community. It provides an opportunity for members to build strong partnerships, generate broader civic engagement, and contribute to ongoing community development".

Resources:

The project is funded for three years by the Innovation Center for Community Change (formerly with the National 4-H Council). The project has received \$40,000.00 for the last two years.

Collaborators:

The success of the Baltimore City 4-H Upton Project rest largely on the commitment and skills of our volunteers, community partners and the Innovation Center and Extension staff. Volunteers were provided through Bethel A.M.E. Church, Baltimore City 4-H, and organization and community partners.

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Base program areas to which this program applies:

Community Resources and Economic Development
Leadership and Volunteer Development
4-H Youth Development

Goal 2:

4-H youth will be full partners, resources, and contributors in developing, delivering, and evaluating our educational experiences.

Multi-State New England (CT, RI, MA, VT, ME)

2001 New England 4-H Teen Conference
“A 4-H Odyssey: Discovering the Past, Celebrating the Future”

Situation:

New England 4-H Teens at the New England 4-H Teen Conference learn and experience the importance of leadership, citizenship and diversity issues with programs that foster the skills and confidence required of community leaders.

Program Description:

The New England 4-H Teen Conference provides New England teens a forum to exchange ideas, further friendships and have fun while learning. The conference exposes the participants to career possibilities and expands their thinking about their futures including educational opportunities at New England Land Grant Universities.

Stakeholder Satisfaction:

The program is designed by New England 4-H teens for New England 4-H teens with the help of adult volunteers and New England 4-H Staff. Each state is permitted to have four youth on the planning committee and ten delegates to attend the conference.

Accomplishments and Impacts:

4-H youth involved in leadership and citizenship programs like the New England 4-H Teen Conference become coping, competent, caring and contributing members of society while they learn about their region and nation. Participants at the 2001 New England 4-H Teen Conference attended workshops and learned about the history of 4-H, group building, stress management, communication & leadership skills, current issues, conflict resolution, problem solving, Philippine bamboo dancing, interactive theater and “Outer Space” painting.

Resource Commitment:

Youth Planning Committee members raised money from local donors to support the conference along with State 4-H Foundations contributions.

Collaborators:

The New England 4-H Teen Leadership Program is a partnership between the: Connecticut, Rhode Island, Massachusetts, Vermont and Maine 4-H Programs.

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Base program areas to which this program applies:

Leadership & Volunteer Development
4-H Youth Development

Iowa

Iowa State 4-H Council

Situation:

Iowa 4-H Youth, age 16-18 years, challenged with leadership development and experience to facilitate activities at home and create an educational conference for their peers across the state.

Program Description:

The state 4-H council meets 4 times per year. We begin with a 3-day training, developing communication skills, getting to know one another and our strengths, and learning more about the background of the 4-H program statewide. Subsequently, contact occurs through e-mail, letters, and 3 weekend retreats in November, January, and March. In preparation for those retreats, a committee of 3 youth and the advisors meet via teleconference to plan the agenda for the weekend, including tasks that must be accomplished, training that should occur, and recreation plans. The retreats are facilitated by three adult advisors, but the youth take on various leadership roles and responsibilities throughout the weekend. There are youth co-chairs for each of the 3 council committees who lead the discussions of the group with an adult assigned to each group as an advisor. The 6 conference committees are also led by youth co-chairs with the youth actively making decisions and plans during their meetings and the adult advisors mingling to assist with questions and information. While the youth are in a decision-making role during committee meetings, the council retreats also include training on how to facilitate groups, communicate with staff, and lead various activities.

Stakeholder Satisfaction:

There is one staff person that works with this group full-time, approximately 50 percent of her time is devoted to state council or conference preparations. There are other staff that serve in an advisory role depending on their area of expertise and the needs of the council. Of the 45 youth on state 4-H council, 40 is the average at each retreat as they juggle school commitments as well. Between retreats, they have ambassador responsibilities as well as working on donor asks. There is a conscious effort to involve the youth in the planning process of all activities and commitments.

Accomplishments and Impacts:

By the end of the year, the council has put together a 3-day conference for over 900 youth participants and adult chaperones. The conference includes educational workshops by University faculty, Extension staff, volunteers, and youth; a banquet, recreation, keynote speakers, service projects for all delegates, and of course, dances. Those decisions are made by the council members and then carried out by them during the week. This year, the council felt strongly that the youth delegates needed to be able to bring something back with them so they changed the format of the workshops, leading the 2nd half of the workshop time themselves. They incorporated a discussion on teen issues jumping off some of the ideas of the Centennial Conversations and then did a team-builder activity and training so participants would be prepared to lead this activity at home for student or 4-H groups.

One council member wrote this at the end of her year on council, "I wanted to take a moment to express to you how important this past year on State council has been to me. I can honestly say that most of my best friends are on state council. We have to rely on each other so much that I believe that strengthens our bond. None of my friends at school ever fully understand the kind of relationship that I have with my 4-H friends."

Conference evaluations are done as well. The scale used was 0-5 with 5 being the highest. Opportunities to meet new people rated 4.45, learning something new was 4.2 and telling a friend to attend the conference rated 4.54.

In addition, through their connections and time to organize on state 4-H council, two areas of Iowa have begun new area councils, getting other high school students across their 15 county area involved beyond the county level in service and social projects. The state council members have taken the leadership, finding adult advisors to assist, creating application materials, and coordinating activities. The new Northwest Area council put together and gave 4 food baskets for each of their 15 counties during the holidays.

Resource Commitment:

The state 4-H Council is funded through the 4-H'ers for 4-H campaign as a part of the Iowa 4-H Foundation. The council members determine the budget for following years based on the income from this fundraising effort and they spearhead the campaign to raise funds for future groups within their counties. The Iowa 4-H Youth Conference, one of their primary responsibilities, is funded primarily through conference registration costs, but is also subsidized through private donations. The council members solicit

many of those donations themselves through local and statewide organizations—getting everything from game prizes to 1000 pork burgers for a picnic donated to sponsorship of speakers.

Collaborators:

The council is advised by one primary 4-H Youth staff member with 2 volunteer advisors. In addition, 3 ISU Extension staff work with individual committees. We partner with the Departments on campus for 4-H Conference as we have an animal science track sponsored by the College of Agriculture and an environmental education track too.

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Base program areas to which this program applies:

4-H Youth Development
Leadership & Volunteer Development

Maryland

Red, White, and YOU!

Situation:

Citizenship is a word that we talk about often in the 4-H Program, but what does it really mean? People have different opinions as to the definition of citizenship. Some believe it is basically who we are (American citizen), others say it is what we believe (patriotism) and others feel it is what we do (public service). Certainly, citizenship entails all three; however, good citizenship doesn't just happen it must be learned and developed.

Program Description:

Last September, a group of teens attended a state leadership weekend. A session at this event focused on the development of a project that the team could implement in their communities when they returned home. One of the team's projects was a Citizenship Overnight Workshop. The group of three teens brought their idea to the County Teen Council, where they gained support for their program, and together they then planned and delivered Red, White, and YOU!, A Citizenship Adventure to fifty youth between the ages of 8-18. The two day event included several community service activities where the participants cleaned up the extension office and fairgrounds, repaired items at the County Agriculture Center and sewed Caps for Cancer patients at a local hospital. Youth also had the opportunity to participate in various workshops relating to citizenship skills; including Family Heritage, Club Officer Training, Parliamentary Procedures, and their County Government. Participants learned about their country by taking a sample citizenship exam given to immigrants and then had the opportunity to experience their government in action as State Delegate Joseph Getty led them through a mock hearing.

The weekend adventure concluded with the participants developing a list of items affecting their communities and then identifying ways they could personally help their communities, ways they could encourage their club to take action, and lastly activities the entire County 4-H Youth Development Program could do to make their community a better place.

Stakeholder Satisfaction:

Program Objectives:

Through participation in this weekend, youth will:

- Develop skills in planning, organizing, communicating in public, working with others, and developing group and self-accountability.
- Develop a personal commitment to the community in which they live and the world in general.
- Increase their confidence in their ability to participate and contribute to public life.
- Understand the concepts associated with citizenship.

One 4-H Youth Development Educator served as an advisor to the program, while 6 adults donated 140 hours to the program by assisting with service projects and chaperoning the weekend. Twelve teen age youth donated 432 hours to the planning, delivery, and evaluation of Red, White, and YOU!

All workshops were offered multiple times with the content and activities adjusted for the age of participants. For instance in Parliamentary Procedure: Junior Members – learned proper outline for running a meeting and main motions, Intermediate Members – learned the above and the writing and handling of motions, while Senior Members – learned the above plus the writing and handling of amendments as well as evaluating the effectiveness of parliamentary procedure.

Accomplishments and Impacts:

During the weekend the fifty youth donated 300 hours of service to their community. An additional 120 hours of service were pledged to be completed following the weekend. Four county-wide service projects were planned, the first was completed this summer involving over 160 youth and raised funds for a new building at the County Agriculture Center. Following the weekend adventure, several youth became interested in legislative affairs; 5 youth followed and supported bills that would have a future impact on the 4-H Youth Development Program, 4 youth attended legislative programs sponsored by other agencies, and 2 youth attended Summer Legislative Programs.

At the conclusion of the Red, White, and You! weekend, 45 youth indicated that from their participation: 100% learned to help and assist others, 98% learned to be responsible for their own actions, 96% learned to generated new ideas and ways to except change, and 92% learned how to communicate better with others. Eighty percent of the participants also indicated that as a result of this weekend they would volunteer/help more in their community

Resource Commitment:

No external funds were generated.

Collaborators:

Red, White and You! partners include Carroll County Agriculture Center and State Legislative Delegate Joseph Getty.

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Base Program Areas to Which this Program Applies:

4-H Youth Development
Leadership & Volunteer Development

Maine

4-H Respect Team

Situation:

The Respect Team is focused on promoting Character Education and Respect through a youth and adult partnership and service learning project.

The atmosphere at the Oxford Hills Comprehensive High School was very challenging a few years ago. There were young people afraid to go to school, you would see people being harassed, and in the overall atmosphere, people did not respect each other. The team is not responsible for the entire change in the environment, but certainly has helped to make the school a better place. The teams' work includes educational workshops, speakers, character education (k-12), Respect Week, promoting character through the news and programs, round table discussions, Community Summits and Community Service Learning.

Program Description:

The Respect Team Youth and Adult Partnership works to promote respect, character education, and diversity. Adults involved in an equal partnership with youth provide another fantastic way to learn. The young people bring energy, enthusiasm, and a fresh view to the work, while adults bring experience, knowledge, and understanding, while being a partner and at times mentor. The partnership is unique to making a difference and learning while planning.

The following are the projects of the team in the past year.

Community Summit: One held in 2001 and in 2002:

Impact: 140 adults and youth attended the Summit each year. Past work was reviewed, including community assets. 15 committees were designed to start working on the youth and community plans. In addition to the changes in the Oxford Hills area, 7 teens and

adults came to the first Summit from the Dixfield and Peru area to learn about the Summit and plan one for their school and communities. The Dixfield group has done a school-wide assessment, held a summit in the fall of 2001 and is actively planning a Summit for next fall.

Respect Week:

The team planned Respect Day 2001; the theme was “Respect for our Diverse Nation”. The day was held on May 15, 2001 with well over 750 students, teachers, and community members attending. Over 35 cultural diversity workshops were held for students and community members. The workshops were designed to be hands-on experiences while learning about different cultures and acceptance. Three large presentations were held on diversity, acceptance, anti-violence, and peace. These presentations were followed by small group facilitated discussions. The day opened with a school-wide assembly of a variety of experiences, all presented by school and community groups and ended with a spectacular cultural expressive arts presentation planned by the Center for Cultural Exchange. The Center also offered 12 performance workshops throughout the day. There were well over 75 community members attending the ending program, in addition to others attending the entire day of Character Education. In 2002 the team created Respect Week 2002. Guest Speakers were presented each day and included HIV Prevention, Journey to a Hate Free Millennium, Jeff Yalden on Respect, Seeds of Peace and the Portland Project, and the Hip Hop Project from NYC. Over 1250 Young People and adults attended the weeklong events.

Teen Expression Class:

The team has done a great deal of work preparing for a teen expression class, including a school-wide survey identifying needs and issues. The team has tapped into adult partners in the school and community, including the Child Health Center, school guidance counselor, school nurse, area health service agencies, and other resources of teen hot lines. The group has presented a power point presentation to local agencies to recruit support. The Teen Expression Class will be designed to be a teen to teen talking and support and individual service learning.

Character Education:

The team has been very involved in character education. Eleven workshops have been held to date with area pre-schools using “Character Critters” and Over 40 workshops for middle schools and elementary schools using the “Character Counts” and the “Boomerang” curriculums. In addition, the team presented at the Southern Maine Teen Leadership training and presented at a statewide best practice workshop in Augusta in July.

Coffee House:

The team helped to open a coffeehouse as a place where young people and adults can come together in a safe environment. The coffeehouse helps to provide an atmosphere where people can talk and “hang out”. The team has found that the culinary arts area is available for this project. The school is in support of this activity in partnership with the Teen Impact Program.

Respect Team Video:

The Respect Team is working with the University of Maine Media Production Staff to create a documentary video on the Team, Service Learning and Youth and Adult Partnerships.

Stakeholder Satisfaction:

The University Staff members working on the project include Susan Jennings, Extension Educator and assistance from her support Staff. The educator has worked in collaboration with other community educational non-profits to build this unique community project. The project is also in partnership with the Innovation Center as a Service Learning initiative for community development through youth and adult partnerships. The project has had a tremendous impact on the school community as well as the larger communities in Western Maine.

Accomplishments and Impacts:

The 4-H adult and youth partnership formed as the Oxford Hills Respect Team has expanded to include community members and more teen members. As of March 1, 2002, the team has over 25 members, adults and community volunteers

The group has worked since December of 2000 in partnership with the Teen Impact Group, the Character Education Program of MSAD 17, and with the Child Health Center, Oxford Hills Coalition and the Innovation Center. These groups have formed the Council and have worked on the Community Summit.

The team has been involved in Service Learning Conferences and Character Education Best Practices Presentations at the state and national level. The team has also held two trainings on team building, community development and character education.

Respect Day "Our Diverse Nation"

The team planned Respect Day 2001; the theme was "Respect for our Diverse Nation". The day was held on May 15, 2001 with well over 750 students, teachers, and community members attending. Over 35 cultural diversity workshops were held for students and community members. The workshops were designed to be hands-on experiences while learning about different cultures and acceptance. Three large presentations were held on diversity, acceptance, anti-violence, and peace. These presentations were followed by small group facilitated discussions. The day opened with a school-wide assembly of a variety of experiences, all presented by school and community groups and ended with a spectacular cultural expressive arts presentation planned by the Center for Cultural Exchange. The Center also offered 12 performance workshops throughout the day. There were well over 75 community members attending the ending program, in addition to others attending the entire day of Character Education.

Self Expression Classes

The team is planning a new self-expression class to explore self, character, integrity, values, and ethics. The plan is to offer an elective after-school class as part of the next school year and tie the work into the curriculum with the student portfolio teams during

the day. The team is also creating a youth voices program which may be in partnership with the self-expression Classes.

Character Education

The team has been very involved in character education. Eleven workshops have been held to date with area pre-schools using “Character Critters” and over 40 workshops for elementary and middle schools using the “Character Counts” and the “Boomerang” curriculums. In addition, the team presented at the Southern Maine Teen Leadership training and has been asked to present at a statewide best practice workshop in Augusta in July.

Coffee House

The team has opened a Coffee House in partnership with Teen Impact as a place where young people and adults can come together in a safe environment. The Coffee House provides an atmosphere where people can talk and “hang out. The school is in support of this activity.

Educational Video

The team is working with Extension staff and marketing professionals on campus to create a (approximately) 20 minute video. The video will highlight the work of the team (evaluation). It will also explain what Learn and Serve programs entail and what adult and youth partnerships are as they work in the community. The video will be designed to help other communities start partnerships to create change in their local area. The team is asked often to speak about their work. The video will help with future presentations.

Resource Commitment:

Innovation Center Grant of \$20,000 for a three year term. The project is in year two.

MSAD 17 \$3000 in Character Education funding.

Oxford Hills Coalition for Community Health \$1000 in support to the project.

Collaborators:

University Of Maine Cooperative Extension

Child Health Center

Innovation Center

Teen Impact

Community Council

MSAD 17

Oxford Hills Coalition for Community Health

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Base program areas to which this program applies:

Leadership & Volunteer Development

North Carolina

**T.I.M.E.
(Teens Influencing the Minds of Everyone)**

Situation:

Urban North Carolina offers many opportunities to teens. However, needs assessments conducted in the mid-1990's in North Carolina's three largest metropolitan areas documented the lack of leadership development programs that engaged them in meaningful teen-adult partnerships in their communities.

Program Description:

The NC 4-H TIME (Teens Influencing the Minds of Everyone) program resulted from a collaboration involving AT&T representatives, state 4-H staff, county 4-H agents, camp center directors, volunteers and teens. The project operates in five metropolitan areas in North Carolina where AT&T has a strong corporate presence including Charlotte/Mecklenburg county; Greensboro/Guilford county; Research Triangle Park/Durham, Wake, and Orange counties.

County youth/adult partnership TIME teams (each with eight youth and two adults) were established in each of the five counties listed above. These teams conducted a needs assessment of their local communities and developed curricular experiences, activities and events based on the needs of the teen populations in those communities. TIME teams engaged in quarterly development meetings where they had opportunities to share their experiences with each other and develop a business plan and discuss governance, sustainability and fiscal issues as well as other issues relevant to the needs and success of the community and the project. In addition, TIME teams work to improve their personal teambuilding, communication, conflict resolution and other skills to increase their team's effectiveness. TIME teens practiced governance throughout the program process. They were responsible for determining and planning events and activities inclusive of who will facilitate activities, and in the hiring process of the county TIME coordinator. A state management team of 15 teens and adults from each county team and from other programs and resources statewide advise at the state level.

Stakeholder Satisfaction:

Each county had a .5FTE TIME coordinator to coordinate the local effort. Teen/adult partnership teams created the program and provided governance of the project throughout the implementation. There was a .5 FTE State TIME Coordinator who provided holistic project administration.

During the first year of TIME, county TIME teams implemented activities and programs that involved more than 1500 teens in at least one TIME experience in their community. County and regional TIME programs helped to meet the growing needs of teens for

leadership skill development, social development, travel, and adventure. State TIME programs will focus on understanding issues important to various areas of our state while developing leadership skills and utilizing unique resources such as ropes courses, land and water trails, museums, and environmental centers. An international TIME program to Armenia in the summer of 2002 focused on engaging teens with other teens active in their communities and gave them the opportunity to teach and learn from each other.

Accomplishments and Impacts:

Because of this program, teens are involved in their community in a different way. They feel empowered to talk about needs and then go out and do something about them.

*To increase leadership life skills in young people: Because of participation in the program, there has been an increase in communication, planning/organizing, contribution to group effort and leadership by planning and implementing programs and working as a team. Of County TIME team teens, 78% believe that TIME has the ability to make an impact on them.

*Engage teens in their community: Seventy-eight percent of County TIME team teens believe that TIME has the ability to make an impact in their community. During the first year, more than 1500 teens participated in a county TIME event and more than 150 participated in state sponsored activities. Each county was successful in planning at least 3 events/programs for teens and at least one activity engaging teens and parents together.

*Create effective youth/adult partnerships: 100% of County TIME team teens either agrees or strongly agrees that they feel comfortable working in a youth/adult partnership. In addition, 85% feel confident in their team's ability to work together. Working together in an equal partnership, teams have completed a team mission and vision statement, completed a needs assessment of their community and a community leadership plan identifying their action plans and steps.

*Incorporate adventure learning: Programs have used camp centers, ropes courses, land and water trails, and environmental centers for programming and participated in experiential learning at its best by immersing with teens in the country of Armenia.

Resource Commitment:

Funding for T.I.M.E. was provided by the AT&T Family Care Development Fund, a joint project of AT&T, the Communications Workers of America (CWA), and the International Brotherhood of Electrical Workers (IBEW). A grant of \$280,000 was received for the 2-year project.

Collaborators:

Although primarily a 4-H effort, counties involved various community resources in planning and implementing TIME including parks and recreation departments, police departments, local non-profit organizations, local corporate partners, school systems, and human service depts.

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Base program areas to which this program applies:

4-H Youth Development

Leadership & Volunteer Development

*New Jersey***Drama Teens 4-H Club Focuses On Roleplaying For Real Life****Situation:**

Through the efforts of a Roleplaying For Real Life workshop with a group of teen peer educators, a more extensive training program was developed to include issues of ostracism, bullying and discrimination. These were issues experienced daily in schools and communities.

Program Description:

A two day training was held in August 2001 in which the group learned the primary components of the Roleplaying For Real Life program: brainstorming social issues, improvisational techniques, creation of scenarios, and group discussion skills. When school resumed, the students met again to further develop one of the scenes they had improvised in the summer. The scene which they titled "Outside Issues Inside the Classroom" dramatized how various students' home situations impact on their ability to learn in the classroom. Since that time, the youth have done other presentations and have chosen to start a 4-H club which they have titled the Drama Teens Club.

Stakeholder Satisfaction:

From the initial training to the present time, a core group of five African-American teens have remained in the program. Now that they have developed as a 4-H club, they are promoting participation of more students. The students meet approximately twice monthly after school. A social worker with a substance abuse treatment service has served as their advisor and now their 4-H club leader. The County 4-H Agent has been the advisor for training and rehearsal for performances.

Two college students interested in learning about the drama therapy profession participated in the sessions when available. One student, a Rutgers University student studying theater and psychology, has written her honors thesis on the Roleplaying For Real Life program in which she documents testimonials from the students and their audiences.

Accomplishments and Impacts :

The students' performance of "Outside Issues Inside the Classroom" has had an impact on the faculty and community officials. They have indicated that the scene gave them a new appreciation of how students' domestic pressures impact school participation.

The students' satisfaction and increased confidence led to their creation of new scenes around such issues as fetal alcohol syndrome and drugs. They have shared their performances with 300 adults and youth at schools, state agencies, and state conferences. One member stated, "Our audiences can tell that we are doing this because we want to, not because we have to. The 4-H program has helped us realize our potential".

Since becoming a 4-H club, members have become fully involved in other educational activities, such as youth editor of the county 4-H newsletter, participation in state 4-H public presentations day, and other county-wide events. They have also received local publicity through news articles explaining the unique club subject matter.

Resource Commitment:

No external funds have been obtained. Operating support is provided through Monmouth County 4-H, Prevention First, and the Long Branch schools.

Collaborators:

Long Branch Middle School, Long Branch High School, Long Branch Housing Authority, Prevention First, and Center for the Arts.

Contact Person:

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Base program areas to which this program applies:

Leadership and Volunteer Development
4-H Youth Development

Youth Voices

Situation:

The promotion of a strong youth voice through meaningful, contributing roles in community-based initiatives has been identified as key to reducing health risks and enhancing the development of assets.

Program Description:

In New York, the focus of the “Youth Voices” Project is to create an active voice for youth in program determination, implementation, evaluation and policy development. Two Cornell Cooperative Extension (CCE) Associations, Erie and Jefferson counties, are establishing projects in at-risk communities for young people, 13-16 years old. In each of the communities, youth are involved in determining, implementing, and evaluating their programs. Youth Voices has partnered with the NYS Department of Health ACT (Assets Coming Together) for Youth Initiative. The Youth Voices is working in concert with the ACT for Youth sites, conducting service learning activities, conducting community needs assessments, and administering a community-based “mini” grants program.

In Erie County, the Youth Voices group is using the 4-H *Public Adventures*, Active Citizenship curriculum, 4-H Youth Development and the mini-grants program to carry out community development and service learning projects throughout the county. Through Youth Voices, a group of high-need youth is conducting community service projects, photographic assets mapping, administering mini-grants and facilitating expansion of the program. The Youth Voices youth are using technology to publicize their work, hone public presentation skills, and solicit proposals for the mini-grants program.

In Jefferson County, the Youth Voices Theater Group uses interactive community-based theater to promote positive youth development and decrease risk behaviors. The Youth Voices Theatre Group is using 4-H youth development skills and interactive theater to foster awareness and reduce risk behaviors among children and youth. Working closely with ACT for Youth, the group is administering a mini-grants program aimed at assisting community-strengthening projects undertaken by other youth-serving organizations.

Accomplishments and Impacts:

Giving youth responsible roles in conducting the evaluation has been a central focus of this years evaluation, as we see this as being a parallel focus of the project’s overall goal to increase youth voice and civic participation. In order to address this focus of the evaluation, efforts were undertaken to provide on-site training, monthly evaluation assistance through the use of our Youth Voices Electronic Newsletter and incorporation of an evaluation reporting mechanism in our Youth Voice project web site www.human.cornell.edu/youthvoices. The Youth Voices Electronic Newsletter serves as a communications link between the Youth Voices Project Team. This newsletter contains "Project Updates" from the Youth Voices projects in Erie and Jefferson, "Youth Voice News," "Upcoming Events," "CYFAR and CYFERnet News," "Check This Out!" (a compilation of interesting web sites with relevance to the Youth Voices Project) and "\$\$

Grant Opportunities \$\$. The grants section of the newsletter is a feature aimed at fostering program sustainability. The newsletter is distributed at the end of each month.

The ongoing evaluation consists of in-depth interviews with Youth Voices staff, group interviews with youth, site visits, document review, and web-based project monitoring. This comprehensive approach is being used to examine the ways in which the project leads to positive changes among the youth participants. Working closely with the county Extension educators and community site staff, the evaluator has enlisted the support and involvement of youth in documenting community needs through the use of disposable cameras and in developing data collection instruments reflecting youth voice and youth participation in the evaluation process. In terms of our web-based project monitoring and program evaluation, the photographs taken by the youth are being used to demonstrate program success, as projects (identified by the youth through an analysis of the photos) begin to take hold and achieve desired outcomes. Long-term outcomes are expected in terms of development of social competencies and the reduction of risk behaviors.

Stakeholder Satisfaction:

As of June 2002, the Erie County Youth Voices Project has:

- 10 Youth Voices project sites
- 75 youth trained in Public Adventures
- 10 community projects completed/underway
- 8 mini-grants awarded for a total of \$17,500
- 27 community collaborations established

As of June 2002, the Jefferson County Youth Voices Project has:

- Eight scripts written on issues facing young people (tobacco, sexuality, sexual harassment, relationship abuse, child abuse, eating disorders, and bullying/tolerance)
- 28 Youth Voices Theater Group performances given
- Over 1,200 audience members reached
- Five mini-grants awarded for a total of \$15,000
- 30 community collaborations established

CCE is devoting .5 FTE at the state level and 3 FTE's at the county level.

Resource Commitment:

Youth Voices is a New Communities Project funded through Children, Youth & Families At Risk (CYFAR), CSREES/USDA www.reeusda.gov/4h/cyfar/cyfar.htm

Collaborators:

In addition to the community-based collaborations in Erie and Jefferson Counties, the project has collaborators at the state and national level. These include the New York State Association of Youth Bureaus; NYS Office of Children & Family Services; NYS Partners for Arts Education; and the Children, Youth and Families Education and Research Network (CYFERnet).

Contact persons:

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June P. Mead, Project Co-Director, Evaluator, jm62@cornell.edu

Base program areas to which this program applies:

4-H Youth Development

Community Resource and Economic Development

Leadership and Volunteer Development

*Ohio***Ohio 4-H Working with Teens Initiative****Situation:**

As Ohio 4-H enters its second century, teens are a high priority audience for several reasons:

- Brain development continues throughout the teen years, and it is not until most are in their early 20's that the pre-frontal cortex (the center of reasoning, judgment and impulse control) is fully developed. 4-H teen programs can provide adolescents with valuable experiences in developing reasoning and judgment in order to achieve the cognitive, emotional, social-moral, and physical development required for success in adulthood.
- The September 11 attacks and the war with terrorism have changed the world in which today's youth live, as well as the future for which they must prepare. For Ohio 4-H to remain effective as a youth development program, we must strengthen and expand what we do and how we do it, especially with our under-served population of Ohio teens.
- The *National 4-H Strategic Plan* (October, 2001) and the *Ohio 4-H Strategic Plan* (1998) identify key needs, goals, objectives, and strategies which can only be accomplished in 4-H through the expansion and strengthening of 4-H teen programs.
- Teens are a priority audience to be reached through the national *Extension CARES* Initiative in response to national concern for problems of improperly supervised youth.

Program Description:

The Ohio 4-H *Working with Teens* (WWT) Initiative is being implemented to improve and expand 4-H teen programs in Ohio. Four State 4-H Office Extension professionals, 16 Ohio 4-H teens, 18 County Extension 4-H Agents, two 4-H volunteers, and program partners are serving on the *Working with Teens* initiative team to provide leadership for achieving priority objectives:

1. Develop new Ohio 4-H teen opportunities;
2. Expand and improve current Ohio 4-H teen opportunities;
3. Promote and publicize Ohio 4-H teen programs;
4. Provide training for volunteers working with teens; and
5. Strengthen state and district 4-H teen programs.

Stakeholder Satisfaction:

Approximately four FTEs of Extension personnel time are committed to the project. The

work of the initiative is conducted via quarterly meetings and monthly conference calls with the entire initiative team, and meetings and calls with various associated workgroups and sub-committees.

Accomplishments and Impacts:

Highlights of accomplishments and impacts in 2002 related to the five priorities include:

Priority 1: New Ohio 4-H Teen Opportunities

- Development, testing, and statewide introduction of *You're The Athlete* - a new project to help youth learn fundamentals of being well-rounded athletes by providing research-based information and experiential learning in goal-setting, sportsmanship / character, sports nutrition, strength & conditioning, time management, conflict resolution, sports leadership, and sports careers.
- OSU Youth Sports Initiative - coaches workshops for adults who work with youth sports.
- Establishment of a new Ohio 4-H Teen Tech Team
- 4-H Teen Project Assessment Survey - a survey of multiple stakeholder groups to assess needs and interests for future teen projects.

Priority 2: Expansion & Improvement of Current 4-H Teen Opportunities

- A new Ohio 4-H Teen Council is being established and the WWT "Teens At The Table" work group is conducting a survey with stakeholders to compile a directory of opportunities to be posted on the Ohio 4-H website.
- Multi-County 4-H Teen Opportunities - This work group is identifying multi-county 4-H teen opportunities such as 4-H teen camps, conferences, workshops, and social events in order to promote them through 4-H teen newsletters, listserves, and web pages. New multi-county 4-H programs will be offered in each of Ohio's five districts in 2003.

Priority 3: Teen Program Promotion & Publicity

- Development of teen 4-H promotional materials and resources with 4-H teens
- Development of county 4-H awareness teams & ambassador teams for each high school
- Updating of county & state 4-H websites

Priority 4: Training/ Support for Volunteers

- More 500 4-H volunteers received training related to working with teens at the Mar. 2002 Ohio 4-H Volunteer Conference, and in county 4-H advisor training workshops.

Priority 5: Strengthening State & District 4-H Teen Programs

- Working with Teens Initiative Team members who are serving on or who are able to influence the planning groups for various state and district 4-H teen programs are continuously working to assure that representatives of all appropriate stakeholder groups are involved (including teens). Also, 4-H program schedules are implemented in such a way that teen physical, intellectual, emotional and social development is enhanced.

Resource Commitment:

Support for personnel, release time, and in-kind contributions for the initiative is being provided by OSU Extension and partner departments. In addition grants totaling \$34,700

have been awarded by the Ohio 4-H Foundation and Ohio State University to support 4-H *Working with Teens* initiative programs.

Collaborators:

OSU Extension 4-H, the OSU School of Physical Activity & Educational Services, the OSU School of Educational Policy & Leadership Cultural Studies Unit, the OSU Department of Human Nutrition & Food Management, and various Ohio 4-H Foundation contributors.

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Base program area to which this program applies:

4-H Youth Development

Goal 3:

4-H youth will develop an ethic of philanthropy and civic engagement.

Arkansas

Hands to Larger Service

Situation:

Offering young people the opportunity to “give back” to their community has become an Arkansas 4-H focus area. A community service component has been added to several major statewide events including the largest summer event: the Arkansas 4-H O-Rama held on the campus of the University of Arkansas. Due to limited faculty/staff time to coordinate this component, the state 4-H faculty contacted the Arkansas Adult Volunteer Leaders Association for assistance. The Association agreed to provide a volunteer coordinator the event.

Program Description:

The Hands to Larger Service project was conducted during the state competitive activity and was offered as an optional activity when 4-H members were not in a competitive activity. The Service project was entirely coordinated by a volunteer. Four projects were selected for 4-H members and adults to complete at the Arkansas 4-H O-Rama. Two time slots were offered and all four projects were scheduled in a central location so that in addition to community service the teens would have opportunities to socialize with their peers. The four projects were: Red Cross First Aid Kits and Hygiene Kits; Sharing and Caring Boxes; Comfort Bears (specific patterns were used by members to bring stitched bears to O-Rama to be stuffed and completed to be given to Children’s Shelters, hospitals, and law enforcement officials) and the 4-H Can Make a Difference canned food drive for the Food Bank.

Stakeholder Satisfaction:

A representative of the Arkansas Red Cross addressed the 700 4-H members attending the Arkansas 4-H O-Rama and praised their contributions. She stated, “We seldom see such unselfish donations of time and materials to help those less fortunate, I consider it an honor to be association with such outstanding young people as you 4-H members. Your contributions will mean so much to so many in need”. Some of the comments from 4-H members include:

“Sewing bears was a great idea”, “ I learned that we needed to be careful and do a really good job because other people would be receiving the items we made.” “Loved the idea that even though we had two competitive events and could not attend the session we could still bring things to be donated and be a part of the community service”.

Accomplishments and Impacts:

132 4-H teens and 19 adult volunteers participated in the 2002 Hands to Larger Service project. Results were outstanding with 1,400 Care Bears being completed, 622 pounds of food donated to local food banks, \$1,000 in first aid supplies and hygiene items donated, 110 First aid kits were completed and 119 Sharing and Caring Boxes were completed. The first aid kits and Sharing and Caring Boxes were donated to the Red Cross.

Resource Commitment:

Additional resources for the project consisted of time donated. The project was a gift service from 4-H members and volunteers. Very little professional time was required as volunteers coordinated the event.

Collaborators:

Arkansas 4-H Adult Volunteer Leaders' Association, Arkansas Red Cross, Arkansas Food Bank

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Diane Miller

4-H Volunteer

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Base program areas to which this program applies:

4-H Youth Development, Leadership & Volunteer Development

Connecticut

Parenting

Situation:

Data suggests that a healthy and productive citizen in the 21st century will need to be skillful in interpersonal communication skills and confident in his/her ability to express themselves with people from diverse and divergent backgrounds.

Program Description:

4-H offered skill building workshops and programs in public speaking to youth participating in local 4-H Clubs.

Stakeholder Satisfaction:

0.15 FTE committed to program. High level of satisfaction.

Accomplishments and Impacts:

96 youth increased their skills in public speaking (material organization and delivery). Youth demonstrated their proficient use of public speaking skills by: 45 conducted a

demonstration, illustrated talk, or speech during the Public speaking contest, Public Days at the Beardsley Zoo, or 4-H Night at the Redding Grange, two (2) delivered oral reasons for horse judging placements at the State contest, 39 youth successfully conducted a loan presentation before a committee of three business volunteers for their youth run business, 39 youth successfully presented their business at the local Youth Entrepreneur Conference, 13 youth served as commentators at various 4-H activities. Three (3) youth were successfully interviewed on a 1/2 hour radio show on 99.9FM in Bridgeport.

Resource Commitment:

N/A

Collaborators:

N/A

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Base program areas to which this program applies:

Family Development and Resource Management
4H Youth Development

Feeding the Hungry

Situation:

Richland County has a small population of 16,000, but our rural community still faces the problem of hunger. During the holiday season charitable giving is high, but during the non-holiday months the food supply is low at the food pantry.

Program Description:

The Richland County 4-H Federation Club (comprised of high school youth) created an adult/youth partnership with the youth development educator to co-write a grant funded by Kraft Foods, Inc., through the National 4-H Council. The 4-H Federation Club contacted various community civic groups, churches, government officials, and 4-H clubs requesting pledges with which to apply for a \$3,000.00 matching funds grant through the National 4-H Council. The Federation obtained the \$3,000.00 Feeding the Hungry Food matching funds grant, then began several programs to help feed the hungry. The Good Samaritan food pantry serves the entire county; they are our partners and are the recipients of all cans and money for the grant. In addition, to collecting monetary contributions from the community and being able to match them with the grant, the Federation started a Club Can Competition between the 4-H clubs of Richland County. The club that collects the most non-perishable food items will be awarded a prize, given by the Richland County 4-H Federation. The Federation started community wide locations to serve as drop-off points where community members may deposit food items throughout the year. A drop-off point was created at the Richland County Treasurer's Office and at the Richland County Fairgrounds during fair week. Also, a display was created and exhibited during fair week. The display highlighted the Richland County 4-H Federation efforts on the Feeding the Hungry Grant and expressed the need to donate items throughout the year. \$50.00 seed and plant money was given to the Young Gardener's Club to help them raise fresh produce, which would be donated to the local domestic violence shelter and the local senior citizen center. Space on Main Street was donated for selling their excess produce, so the young gardener's produce project will be self-sustaining in years to come. Youth also were engaged in a "hands-on" opportunity to help serve the community during the summer. Fifteen youth from the Richland County 4-H Federation volunteered their time and service to the Good Samaritan. Volunteers helped families with clothing selections, packed grocery orders, stocked shelves, and did odd jobs at the Good Samaritan. Many members and local Boy Scouts were available to provide assistance in delivering the food to the food pantry.

Stakeholder Satisfaction:

The Extension Youth Educator assumed the duties of the adult coordinator for the food grant and with the help from the teenage coordinator was able to acquire resources for the project. The educator provided assistance to the youth whenever appropriate. The Richland County 4-H Federation youth were very eager to take part in helping the community. The activities that the youth participated in provided development to their life skills, as they learned how to interact with community members, and as they gained knowledge of the hunger issues affecting their community in Richland County. Each

week dozens of individuals rely on the Good Samaritan as a source of food with which to feed their families. 150-200 families per month receive groceries, clothing and sometimes-emergency funds from this program. The adult volunteers were lavish in their praise of the teens working in the food pantry, and looked forward to working with them. They said it restored their faith in young people and invited them back to help throughout the summer and the year. They expressed their appreciation to the teenagers, and a nice intergenerational rapport was established with the older volunteers, some of whom are in their 70's and 80's.

Accomplishments and Impacts:

So far, over \$8,362.92 has been raised to help in the efforts of the Feeding the Hungry Project. The Richland County 4-H Federation exceeded their goal of \$6,000.00. Over 560 canned and boxed food items were collected and donated to the Good Samaritan. Youth involved with the project became more aware of poverty and hunger issues in Richland County. Many of the high school teen youth remarked that they enjoyed volunteering their time, and that they planned to continue to assist the Good Samaritan in the future. The community as a whole was made more aware of hunger issues that face the county. The grant was heavily publicized with the local media sources. Several articles have appeared in the local newspaper, the *Olney Daily Mail*, a few announcements were broadcast over the local radio stations WVLN/WSEI, letters were sent to churches, civic groups, government agencies, Vacation Bible Schools and 4-H clubs detailing the grant process and the hunger issues that are in our county. The impact will continue when this grant ends. At our request, the local hospital plans to hold a canned food drive for early fall; the local crop walk will donate 25% of their September big "food walk" to the Good Samaritan Food Pantry. The Feeding the Hungry project is still continuing to grow and touch the lives of more individuals, and the public is more aware of local needs.

Resource Commitment: Monetary support was received from the following:

- | | |
|--------------------------------------|--------------------------------------------|
| * Charles C. Roberts--\$25.00 | * Pork Producers--\$100.00 |
| * St. Paul's Methodist Church--\$120 | * Golden Harvesters 4-H Club--\$20.00 |
| * Olney Rotary Club --\$100.00 | * Builders of the Future 4-H Club--\$30.00 |
| * Clever Clovers 4-H Club--\$25.00 | * Do It Yourself 4-H Club--\$50.00 |
| * Christian Church of Olney--\$100 | * Noble Christian Church--\$50.00 |
| * Vacation Bible School--\$50.00 | * Trinity Lutheran Church--\$843.26 |
| * First United Methodist--\$2,416.43 | * St. Joseph's Catholic Church--\$1,000.00 |

Collaborators: The following is a list of collaborators that helped with the Feeding the Hungry Program: various Richland County 4-H Clubs, Richland County Treasurer--Shelia Ritter (government agencies), the Good Samaritan of Richland County, Richland Memorial Hospital, churches which pledged support, Young Gardener's Club, and Boy Scouts.

Contact Person:

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Base program areas to which this program applies:

- 4-H Youth Development
 - Nutrition, Diet, and Health
 - Leadership & Volunteer Development
-

Illinois

Government Day

Situation:

Local government exists in order to provide services to citizens. Yet, many voters, if they go to the polls at all, elect people to offices with little understanding of the functions of those offices. Without this knowledge, how can we know where to go when we have a problem or project to discuss? Without this knowledge, how can we know what qualifications would be desirable for local officials? The objectives of Government Day are; to give the students first-hand knowledge and experience working in various county government positions; to appreciate the contributions of local governments to our quality of life; and to identify whom to go to with specific local issues. This program is an exceptional learning opportunity provided by the University of Illinois Extension, Grundy County Unit and 4-H.

Program Description:

The Government Day program is two-fold, first the writing of essays and second, learning about county government. Youth in the 4th through 8th grade write an essay in regards to a specific local official job. Officials then judge the essays based on content. Contest essays are between 100 and 200 words and are without personal reference. At least one youth per official is selected to participate in the Government Day programming and job shadow that official. Job shadowing is a major focus of the program with youth spending anywhere from one to three hours with the local official. Activities of Government Day include tour of the County Administration Building, County Board video, snacks, presentation on Public Policy, mock County Board committee meetings, mock County Board meeting, tour of County Jail, lunch and presentation of certificates and t-shirts. Students experience how elected officials formulate policy in committee and conduct their own county board meeting. The Committee meetings and County Board meeting involve the discussion of an issue previously prepared by the County Administrator and Extension staff. There is optional attendance at the evening County Board with youth recognized during the meeting for participation in Government Day.

Stakeholder Satisfaction:

The Community Worker of the University of Illinois Extension, Grundy County Unit coordinates the Government Day programming. The Extension Unit Educator and the Unit Leader assist this staff person. Many area children participate in the program. Youth may participate each year they are eligible. An average of over 750 essays are received each year and approximately 50 to 60 youth are selected to participate in the

Government Day programming and Job Shadowing experience. Youth learn about various jobs, the function of local government, leadership training, public policy, and develop an ethic of civic engagement.

Accomplishments and Impacts:

Government Day has been a part of the University of Illinois Extension, Grundy County Unit for 24 years. Each year the Extension Office receives an average of over 750 essays. Approximately 50 to 60 youth participate in the Government Day and Job Shadowing program each year. Program evaluations are distributed to both county officials and participating youth. Youth are full partners in evaluating this educational experience. Evaluation results have been positive. Local officials believe that the program educates youth about the importance of local governments. The youth gain an understanding that they can make a difference. Response from youth have included; "Because of this program I learned how to make a motion," "I learned how a County Board meeting is run," "I learned leadership qualities, teamwork, and speaking skills," "I learned government information, how the county works and who is involved in the county," "I got to see the important work done," and "I learned a better idea of planning things and what steps to go through." Responses to "The most important thing I learned was..." included answers such as public policy, you have a say in anything, listening skills, and the importance of thinking ahead. Future use of the information included planning a club in a more official way, to speak up, to listen better, to try to persuade other youth to make their life much better than it would, otherwise have been, and planning for the future. Learning standards include Language Arts, Social Sciences, and Workplace Skills and Career Development.

Recently, the Grundy County Unit of the University of Illinois Extension has been provided with the opportunity to assist with a new program related to local government. The current development of a Local Government Curriculum for high school students is to be piloted Fall 2002 by University of Illinois Extension. Morris Community High School, Morris, IL will be a site for one of the pilot programs. The Unit Leader from the University of Illinois Extension, Grundy County Unit serves on the committee developing this innovative and unconventional education program based on the models of learning by doing and community service.

Resource Commitment:

All funds are expended through internal resources. Expenditures include postage, copying, secretarial time, certificates and food served at the luncheon. The County Board donates the morning refreshments, pencils, and t-shirts. Volunteers include Grundy County HEA, county officials, and other community members who provide transportation.

Collaborators:

Collaborators include superintendents, principals, and teachers from local schools servicing 4th through 8th grade students, County Board, Circuit Judge, County Clerk, Circuit Clerk, States Attorney, County Treasurer, Sheriff, Superintendent of Education, Superintendent of Highways, Health Department, ESDA, Assessments, Building and

Zoning, Human Services, County Home, Public Defender, Juvenile Probation, Adult Probation, Headstart, Coroner, Solid Waste, Political Reporter, GEDC, County Board Secretary, Animal Control, Farm Bureau, County Administrator, Chamber of Commerce, University of Illinois Extension Center Educators, University of Illinois Extension, Grundy County Unit Leader and Unit Youth Educator.

Contact Persons:

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Wendy J. P. Badarello, MA – Unit Educator, Youth Development, University of Illinois Extension, Grundy County, Christine Perry – Community Worker, Youth and Family, University of Illinois Extension, Grundy County, 1802 N. Division Street, Suite 604, Morris, IL 60450
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Base Program Areas to Which this Program Applies:

4-H Youth Development

Leadership and Volunteer Development

New Hampshire

Mini-Society®

Situation:

New Hampshire is well known for both its unique government (4th largest governing body in the world; no income or sales taxes) and strong entrepreneurial climate. The state capacity to fairly support a balance of public services is deeply dependent on the development of capable young people who understand and value civic participation, and who prepare themselves for a workforce currently dominated by small businesses and services.

Program Description:

4-H Mini-Society® is an intense, experiential 30-hour program for 8-12 year youth, designed to inspire young entrepreneurs and citizens to apply their own creativity to real world problem solving. Participating youth develop a self-organizing economic society in partnership with trained adult facilitators. As they seek alternative solutions to problems of scarcity within their society, youth businesses emerge and town councils are held to resolve issues that are economic, social, political, and ethical in nature. Adult facilitators are trained to wait for “trigger moments” when consultative guidance can foster deep understanding and a desire to learn more.

The program was introduced to New Hampshire 4-H through a New England partnership. In the past two years, one-third (n=100) of the New England Mini-Society® participants have been from eight sites in New Hampshire. The program was conducted in partnership with local after school programs in four communities, and a coalition of home school families in one county.

Stakeholder Satisfaction:

Nine volunteer facilitators committed 5.6% FTE, including 20 hours of training, 30 hours of program implementation, and 15 hours of recruitment, marketing, program implementation, evaluation and reporting. Youth participants (n=100) completed an average of 24 hours of program time (80% attendance rate). In all cases, a majority of youth did not want the program to end.

Accomplishments and Impacts:

Although different concepts are emphasized in each 4-H Mini-Society® program, depending on the problems the youth encounter and try to solve, an assessment using a teacher/facilitator observation checklist indicates that a core of basic lessons emerges in each program. All participants (n=100, 100%) demonstrated improvement in making decisions for themselves, and working together to solve problems. Almost all (n=97, 97%) also showed improvement resolving conflicts, taking on leadership roles, and expressing themselves verbally. A majority of youth also learned important economic and civic lessons, including the value of town meetings for solving community problems (n=93, 93%), identifying the costs of starting a business (n=80, 80%), and concepts of scarcity, inflation, and market mechanisms (n=94, 94%).

Program facilitators reported surprise at how well the program worked, especially with those youth who have learning disabilities or those with challenging behaviors. Several parents at each site observed youth being more careful with resources, and discussing concepts of scarcity and democracy at home.

Resource Commitment:

A \$20,000 grant from Kauffman Center for Entrepreneurial Leadership supported this program New England-wide. Approximately one-third (\$3,400) was used for training and programmatic support of the New Hampshire program sites.

Collaborators: County 4-H Educators, Housing Authorities, after school programs, home school families, Kauffman Center for Entrepreneurial Leadership.

Contact Person:

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Base Program areas to which this program applies:

4-H Youth Development

Middlesex County 4-H Teen Council Sponsors “Project GIFT”

Situation:

Many teens want to give back to their community, however feel that they alone cannot make a difference. Teen Council’s Project GIFT (a holiday shopping event for limited resource families) provides an opportunity for teens to work in a group to provide a significant impact on the lives of those in need in their community.

Program Description:

Project GIFT, a free holiday shopping event for limited resource families, has been planned and implemented by the Middlesex County 4-H Teen Council since 1997. The event is a true youth/adult partnership, as teens work with adult advisors and county staff to make contacts with agencies, solicit funds and donations, apply for grants, purchase materials and gifts, and work to set up and run the event. Contacts are made each year through the 4-H and EFNEP staff to agencies in urban and suburban areas that serve limited resource families. Clients from these organizations are invited to the event, and are offered the option of free bus transportation to the 4-H Center. Teen Council members make contact with local businesses and regional companies to request donations of new clothing, toys, games, wrapping paper, refreshments and other items for the event. Grant proposals are written by Teen Council members, in cooperation with 4-H staff, to various state and community organizations. Teens also use fund raising events such as t-shirt sales, raffles, Adopt-a-Road projects, a clothing drive and the County Fair to raise additional monies for the event. Flyers were created by teens, and drop-off dates for donations were set up to receive items for the event. With monetary donations and funds raised, teens purchased clothing, toys and books for the children being served. They also ordered items for goodie bags for the children ... and for their parents! Bus transportation was organized, refreshments were ordered and the 4-H Center was readied for the parents to “shop” for their children. At the event, teens helped parents find gifts for their children, organized and ran a free gift wrap station, and provided child care which included games, face painting, videos and a visit from Santa Claus. Teens also set up a “freebie table” which included small items that parents could use as “stocking stuffers” or additional gifts. Each parent attending the event left with a bag of gifts for their children to open during the holidays!

Stakeholder Satisfaction:

Project GIFT is the one Teen Council event held during the year that gets the highest percentage of participation by club members. This event is planned year-round, and the months following the event are used for verbal and written evaluation. The project is discussed at each Teen Council meeting, and a monthly progress report is given by each committee. Teens report that Project GIFT is their “favorite” community service activity, and due to the publicity of the project, 4-H members and parents from other clubs have asked to get involved in the event. Overall evaluations from the teens indicate that they receive a strong sense of satisfaction by being involved in Project GIFT, and feel that they are making a positive contribution to the community. Teens report that “this project

makes you realize how lucky you are,” and “there are a lot of people that don’t have things that easy.” Other teens reported that “this is what 4-H is all about and this is what people need to see;” and “it’s nice to do something *real* to help someone and you know they really appreciate and enjoy your help.”

Accomplishments and Impact:

The 2001 4-H Project GIFT event reached approximately 178 youth from 11 different Middlesex County agencies. Parents who attended the event reported that they were very happy to have the opportunity to provide holiday gifts for their children, and many also indicated that this was the only way they had to give gifts to their children for the holidays. Parents’ comments included the following: “It was nice to have something for my child to open for Christmas, and for her to see Santa Claus,” and “This was the only way I could have gifts for my kids this year and the teens at the event were helpful and nice.” Almost all evaluations received from participants indicated that they rated the event as “excellent.” Through the efforts of Teen Council members, overall donations received increased in 2001, and three new fund raisers for the event were added. The number of teens and other 4-H members involved in the event grew by about 50% over previous years. The event received publicity for donations, and a visit from a local cable station who videotaped the teens and interviewed them during the set up of the event.

Resource Commitment:

Approximately \$2500 in grants and donated items were generated and an additional \$950 was raised through Teen Council fund raisers. A \$250 grant was received from the NJ 4-H Development Fund, \$200 was received from the Middlesex County 4-H Association, \$900 in merchandise was donated by Komar, Inc. (a NYC clothing company), \$100 was donated from the American Legion Auxiliary, and toys, clothing, books and refreshments were donated from businesses such as McDonalds, Wawa, Wal Mart, Bristol-Myers Squibb, Babies R Us, local bakeries, Pathmark, Shop Rite and 4-H families and individuals.

Collaborators:

Project GIFT received collaboration from many different organizations, including the following: Middlesex County Expanded Food and Nutrition Program, Edison Center for Community Renewal, Browntown Bus Company (bus transportation), FISH Hospitality Program (Piscataway), Women Aware, Inc. (Battered Women’s Shelter), Escalar Latch Key Program of the Puerto Rican Association, and Rutgers Cooperative Extension of Middlesex County staff.

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Base program areas to which this program applies:

New York

El Quince Council Gardens Project

Situation:

Genesee County Nursing Home was reaching out into the community to form a partnership with a youth group. A newly formed 4-H club was looking for an opportunity to do a large scale community service project.

Program Description:

El Quince Council, a community service 4-H club in Genesee County with membership aged 12 and older, was formed in 1998. The purpose was to provide a 4-H atmosphere in which youth would learn leadership skills. The members of this club are totally responsible for any project they choose, from planning through implementing. The leader serves only as a guide. Almost immediately, they received a proposal of a partnership with the Genesee County Nursing Home. Discussion between the club and Nursing Home Administration determined that the best way for El Quince Council to serve the nursing home would be to create a garden to be enjoyed and used by the nursing home staff and residents. Research was conducted with landscape architects designing gardens for a hospice, and at Cornell University, and Genesee County Cornell Cooperative Extension. Plants were chosen for their therapeutic as well as aesthetic value. The result was a cutting garden with two brick walkways and a spring bulb garden containing over 1500 bulbs located in a fenced area. The gardens were researched, designed, planted, and jointly maintained (with nursing home maintenance staff) by El Quince Council members. In 1999 a construction project at the nursing home appeared to put a halt to any further garden plans. The Nursing Home Administration was so impressed with the professional look of the previous gardens that they offered the club a front entrance area in which to continue the project. A water garden within a perennial garden and an herb garden were researched, designed, planted and maintained, again with excellent results. In 2001, with the impact of September 11th, El Quince Council wanted to do something to help Genesee County residents get past the tragedy and remember those lost. A remembrance garden was researched and designed. The idea was presented to the Nursing Home Administration and the Genesee County Legislature. It met with resounding approval. The garden design begins in the shape of an American Flag; the stripes of red and white impatiens begin to weave their way through areas planted to represent our country, coast to coast. Blue lobelia represents the Pacific Coast; a "snow capped peak", the Rocky Mountains; ornamental grasses, the Midwest; woodland plants top a smaller "mountain", the Appalachian Mountain Range; and blue lobelia the Atlantic Ocean. The garden ends with the stripes flowing into an area of bleeding hearts and forget-me-nots. Throughout the garden are carved stones saying; *September 11, 2001, Remember... The Children... The Families... The Military... The Heroes...* and the final stone, simply states: *Remember*. The perennial and water garden was also refurbished. It

received a facelift along with the addition of garden signs depicting the towns of Genesee County, in honor of Genesee County's Bicentennial year.

Stakeholder Satisfaction:

The enjoyment the gardens bring is very evident. The Genesee County Nursing Home residents, staff, and visitors spend quiet moments in the water garden area. The resident's memories are sometimes triggered by the sight and fragrance of the flowers. The gardens have dramatically changed the look of the nursing home entrance. Visitors to the nursing home are greeted with beautifully landscaped areas. The club's four year project culminated with a special celebration. The garden was dedicated at a ceremony in which members of the community, city and county officials, nursing home residents, staff and administration, representatives from law enforcement, Salvation Army, the Red Cross, and members of the press attended. The ceremony brought the "Genesee Community" together to reflect on the meaning of the gardens and to pray for peace. A Commendation from the Genesee County Legislature was presented to El Quince Council members, recognizing "the importance of youth, adults, and seniors working together" and for providing "beauty and contentment....for the enjoyment and enhancement of life of our citizens in Genesee County." This project received newspaper coverage with two lengthy articles and a letter from the editor praising the club's citizenship, patriotism, love of community and service to others. The results of the impact of this project will continue into the future. This club is now viewed as a club that "can make things happen". Legislators and community members are suggesting this group and 4-H when ideas are ready to be put into place for community events and projects.

Accomplishments and Impacts:

Throughout this project the club members have developed skills that will last a lifetime; organizational skills, the importance of research and planning, making connections within the community, public speaking, how to speak with government officials, responsibility and respect, and a deep seated desire to make a difference in their community. They know that what they do has an impact, and they take pride in their accomplishments. These projects had an effect on the club that they did not anticipate; they became a "family". Each knows the other's strengths that can be called upon and they are there to help each other out when needed.

Resource Commitment:

All resources were provided by the Genesee County Nursing Home; discounts from local nurseries and vendors were given for the project.

Collaborators:

The Genesee County Nursing Home, Genesee County Cornell Cooperative Extension, Pudgies Lawn and Garden, Scott's Florist and Greenhouse, Tim Richely and Dan Malone – Landscape Architects, Ulbrich's Nursery, Top O' The World Gardens, Stabell Studios, Genesee County Historians, Genesee County Legislature, Cornell University, Delre's Greenhouse and Garden Center, Scalia's Landscaping, Genesee County Nursing Home Daycare Program.

Contact Person:

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Base program areas to which this program applies:

4-H Youth Development, Community Resource & Economic Development, Leadership & Volunteer Development

Goal 4:**Youth will lead 4-H in new and creative technological directions.***Arizona***Teens Teaching Teens through Technology****Situation:**

Arizona teens started a project that uses technology to teach other teens about the seriousness of risk behaviors. Their first two CD-Roms focus on teen sexual activity and dropping out of high school.

Program Description:

This project started when a community coalition of youth and adults in rural Arizona decided to use technology to educate young people about the risks and consequences of early sexual activity. Students from the local high schools took the lead in producing an educational CD. They started with an idea, developed storyboards, researched information, wrote scripts and ultimately created “Risky Business,” an educational CD that is fun to play and provides medically sound information about the risks and consequences of early sexual activity. When it was near completion, they presented “Risky Business” at the 2010 Healthy People’s Conference and received special recognition from the podium.

Once “Risky Business” was on the market (ag.arizona.edu/riskybusiness), the teens began discussing their next educational focus. From a list of 35 major concerns, they selected dropping out of high school as their next project. The result was “FREEFALL” (ag.arizona.edu/freefall), an educational CD-Rom that has a single message – stay in school.

This is an on-going project with each CD guided by the current issues and personalities of the teen developers. “Risky Business” is a series of choices and consequences that provides information. “FREEFALL” has a single message – stay in school – and rewards the player who chooses to do so with games to play.

Stakeholder Satisfaction:

The 4-H Agent committed about .15 FTE to this project. Members of the community coalition contributed time and ideas and also provided some of the voices. Teens from two high school classes served as consultants to a smaller group of youth who provided the programming and graphic designs.

Accomplishments and Impacts:

Approximately 200 copies of “Risky Business” have been sold across the country. FREEFALL has just been released. Teens are learning computer skills and teamwork as well as how to research, develop, create and market an educational product.

Resource Commitment:

“Risky Business” was produced for approximately \$10,000. “FREEFALL” was slightly less because we had already purchased computers and software. Many teens and adults volunteered their time. The teens who did the actual programming and graphic designs were hired as staff by the University.

Collaborators:

A community coalition of youth, parents, and adults from agencies that included education, health, government, business and law enforcement helped with this project.

Contact Person:

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